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ABSTRACT

This paper begins by reviewing federal intervention in both education in general and in teacher education during the last ten years. Shifts in schools and education during this period are described including: (a) taking students and education more into the community, (b) a greater attention to career education, (c) the functioning of teaching as a team effort, and (d) the evolution of a school and society that emphasizes competence. The paper presents as one of the most exciting developments of recent years the "Portal School," which in its advanced form could be transormed into a "Special School for Teacher Education." Some of the characteristics of this possible new unit in teacher education are listed as follows: (a) its locale is an individual school that is part of a local school system; (b) its participation as a special teacher education school is voluntary; (c) it is designated a special school for a limited period of time after which the designation will pass onto another school system; (d) the partners of this special school include the school system, the local community, one of more institutions of higher education, members of the profession who are in local, state, and national professional associations, educational R&D institutions, and state and federal government; (e) the trainees in these schools will consist of both "neophyte" and "advanced" trainees; (f) the school will be oriented toward problem solving and inquiry and have a strong research and development orientation and capability. (JA)

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A SPECIAL SCHOOL FOR TEACHER EDUCATION?

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Introductory Statement

The Center's mission is to improve teaching in American schools. Its work is carried out through three research and development programs--Teaching Effectiveness, The Environment for Teaching, and Teaching and Linguistic Pluralism--and a technical assistance program, the Stanford Urban/Rural Leadership Training Institute. A program of Exploratory and Related Studies includes smaller studies not included in the major programs. The ERIC Clearinghouse on Information Resources is also a part of the Center.

This paper examines the recent role of the federal government in teacher education, reviews changes in education as a whole during the last decade, and suggests a new direction teacher education might take in the future.

A SPECIAL SCHOOL FOR TEACHER EDUCATION?*

Robert N. Bush

Teacher education in the next decade may move so that an entire school in a natural community setting, rather than the individual trainee, will become the main unit for teacher education. If this should prove to be the case, the impact of the Teacher Corps over the last decade may provide some clues to the future.

The Teacher Corps, established by the U.S. Office of Education, has been among the most visible of the federally initiated and supported agencies that have operated to change education in the U.S. Acting almost as an agent provocateur, it has lured educators from behind their protective covering. But who gave the federal government a mandate to change education? Is the Teacher Corps, in its provocative tradition, challenging a basic tenet of American education, namely local autonomy? Are we being called upon almost to abandon preservice teacher education?

The Past

Before considering the next decade, brief consideration should be given to what has happened during the last ten years in teacher education.

With regard to federal intervention, it was not until after World War II that a strong federal interest in education arose in this country. Education previously had been largely a state and local matter. Indeed, the U.S. Office of Education, before the term of Commissioner Francis Keppel (1962-1965), confined itself largely to keeping statistics and routinely

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This paper is adapted by permission from a manuscript commissioned by the Journal of Teacher Education for publication in the Summer 1975 issue (Vol. XXVI, No. 2). The entire issue of the journal is devoted to the federal role in changing education, primarily during the past decade, with the Teacher Corps as exemplar. Dr. Bush was asked to speculate about probable developments during the next decade, under the title "Teacher Education for the Future: Focus upon an Entire School."

administering the limited federal laws pertaining to education--in other words, it kept track of what was happening without trying to lead or direct. After Sputnik, however, education had become a matter of official national concern. One piece of legislation after another, with accompanying money, began to tumble out of the Congress and the Treasury, each designed to achieve one or another specific purpose. American education was fundamentally altered and will never again be the same.

The alleged educational defects that Sputnik highlighted were at first thought to be the curriculums in mathematics, science, and foreign languages. It soon became apparent that teachers, as well as other educational personnel, were crucial if changes were to succeed. Unless teachers were well selected, trained, and utilized, net results could never be high. Consequently, with the passage of the Education Professions Development Act (EPDA) and the formation of the Teacher Corps, there began a substantial effort, supported by federal funds, to reform teacher education in the United States. The Teacher Corps, whose origin and strong influence can be traced to the Peace Corps, has been one of the most missionary-like movements, one that persists vigorously to this day, as it begins its tenth annual cycle.

What is likely to happen in teacher education during the next decade? What ought to happen? Are there some guidelines, some ideas, that might be made to help shape the next decade? Perhaps if we are to discern the future shape of teacher education, we need to look briefly at some specific changes that have occurred during the last decade in education as a whole. Changes in schools follow, rather than lead, changes in society. Changes in teacher education follow, rather than lead, changes in schools.

Below are some of the shifts in schools and education witnessed during the past decade.

From:	To:
1. Primary or sole emphasis on in-school activities.	Taking students and education more out into the community, breaking down the barriers between schools and communities ("classrooms without walls").

2. Predominant emphasis and reliance upon liberal or general education.	A greater attention to career education, both broadly and specifically considered.
3. A view of the school and community as homogeneous.	A view of the school and community as diverse, each with interesting and valuable differences to be preserved, nourished, and appreciated--in short, a recognition of cultural pluralism.
4. Teaching as a function of an individual professional performing all of the work in relative isolation.	Teaching as a cooperative (team) function, including both a horizontal and a vertical division of labor (differentiated staff) and encompassing a wider variety of actors from inside as well as outside the school.
5. A school and society that emphasizes courses, credits, and credentials--i.e., a credentialling society.	A school and society that emphasizes competence (what you can do, not what you have been through)--i.e., a learning society.

While this is not an exhaustive list, it is, perhaps, sufficient to suggest the flavor of what has happened during the past decade.

How much influence have the federal dollars had? Probably considerable. For example, it is alleged that without the millions poured into Performance-Based Teacher Education (PBTE) by the Teacher Corps and other parts of USOE, such as the Elementary Teacher Training Models, the Program for Training Teacher Trainers (Triple T), the Career Opportunities Program (COP), and the Urban/Rural School Development Program, PBTE would not be at the forefront of discussion and practice in teacher education in the United States today. Has PBTE been a good thing? Has it helped to improve education generally, especially the education of "poor and minority" children? Unfortunately, our evaluative competence is still

too primitive for definitive answers. There is enlivened discussion, and new alternatives are being considered, both unquestionably healthy conditions.

One promising new venture on the educational scene in the past decade, sponsored largely through federal dollars, has been the emergence of an educational research and development capacity. This movement is partly responsible for the greater abundance than before of tested educational products and practices, especially for the improvement of teacher education.

Thus, federal dollars, while not an unmixed blessing, have made a substantial impact during the past decade. What of the future?

The Future--A Special School for Teacher Education

One of the most exciting developments of recent years has been the "Portal School," which in its advanced form could be transformed into a "Special School for Teacher Education." The participants in such a special school are shown in Fig. 1.

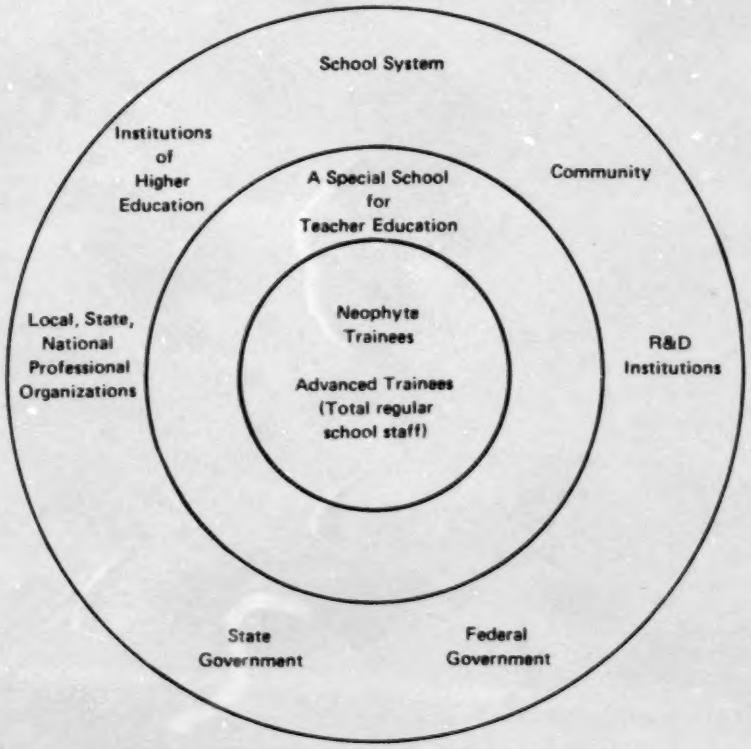

Fig. 1.

Some of the characteristics of this possible new major unit in teacher education include the following:

1. Its locale is an individual school that is a part of a local school system.
2. Its participation as a special teacher education school is voluntary.
3. It is designated a special school for a limited period of time, perhaps three to five years, after which the designation will be passed on to another school in the system. By this process of rotation many, if not all, of the schools in the district will be included. In a large city, with several institutions of higher education, several special schools could operate simultaneously.
4. The special school is made up of several major partners: the school system, the local community, one or more institutions of higher education, members of the profession who are in local, state, and national professional associations, educational R&D institutions, state government, federal government. Each will have an authentic and vigorous voice in the enterprise.
5. The trainees in this school will consist of two types:
   a. Neophyte trainees. Typically these will be undergraduates or first-year graduates who aspire to enter teaching. They may, however, be upper elementary or secondary school students who are interested and want to work with younger students and in other ways to help make the school program more effective. Or they may be parents or other citizens who wish to secure the training necessary for them to become a part of the teaching teams.
   b. Advanced trainees. The typical person is the already certified and experienced teacher, counselor, administrator, or other specialized service staff person who is currently working in the school and wants to add new competencies or refurbish old ones.

The training for both of these types, previously designated separately as preservice and in-service training, takes place together in this new setting where everyone, in addition to a regular teaching assignment as part of a team, is continuously engaged in some form of training as an integral part of his work during the regular school day and week.

6. The school is saturated with personnel, up to double the regular staff. It includes, in addition to the regular staff:
   a. Between five and twenty neophyte trainees from one or more neighboring institutions of higher education. They will spend substantial, though varying amounts of time, from a half to a full day, from one to four semesters at the school.
   b. A corps of regular faculty from neighboring teacher education institutions whose disciplinary and professional backgrounds will match the needs of the neophyte and advanced teacher trainees and the designated problem areas in the school. They will be assigned to the school site for part or all of their normal teaching and research load. They will participate in the life of the school as team members along with regular school staff. In addition they will offer seminars and classes in which both neophyte and advanced trainees will participate. They will share with the regular staff the counseling and advisory responsibilities for the neophytes.
7. The special school will be oriented toward problem solving and inquiry. It will incline less toward the knowledge transmission end of the spectrum and more toward the "learning how to learn" end--with a healthy mixture of the two.
8. As part of its training program, the school will have a strong research and development orientation and capability.
9. The school will not adopt the traditional mode of "model," "laboratory," "demonstration," or "experimental" schools. Instead,

it will be a regular community school, which, with augmented personnel, is designated for a few years to carry on an additional function of training neophytes. But while training is the explicit designated additional function, many other important functions may be performed. Most important, the school should substantially upgrade the quality, the individualization, and the personalization of the education of its students. The school will also extend its relationships to its supporting communities, especially the parents of the students, actively involving them in the affairs of the school, and, directly and indirectly, in the education of their sons and daughters. Through participation in the training of the neophytes, and in special sessions of their own, all of the regular staff (teachers, administrators, other specialists) will participate in vital retraining opportunities, refurbishing old skills and learning new ones.

10. Teacher education thus moves in the next decade into a phase in which the entire school in a natural setting, rather than the individual trainee, becomes the main unit for teacher education.

The foregoing distinguishing features of the "Special School for Teacher Education" may strike some educators as visionary and others as perfectly plausible. If this be so, then our thinking may be at about the right point. One characteristic of American education is that it moves forward along a broken front, just as the physical frontier of this country was pushed back during the eighteenth and nineteenth centuries. Explorers, such as Lewis and Clark, moved unevenly into new regions, still relying to some extent on the settlements behind, which supported them. So, too, in teacher education we may, during the next decade, forge ahead into new territory, with due regard for that which has nourished and sustained us in the past.

The Teacher Corps, if it lives up to the tradition of its first decade, will surely be a prime mover in shaping this new conception that may become reality in the next decade.